FIDELITY CHECKLIST AND REFLECTION TOOL:
Creating and Sustaining Peer Networks

TX CAN Texas Complex Access Network

PURPOSE: This self-check will help you determine where your team is currently performing in regards to Creating and Sustaining Peer Networks for students with complex access needs.

INSTRUCTIONS: Complete the Creating and Sustaining Peer Networks training, and then complete this document to get the baseline for your team. As you move forward in your practice, use the Fidelity Checklist and Reflection Tool and the Guide to Implementation to increase your team's fidelity in implementing the practices associated with Creating and Sustaining Peer Networks for students with complex access needs. Follow up with another team-assessment with the Fidelity Checklist and Reflection Tool every three months, to document your progress.

In the course of your regular job performance, how often would you say you observe the following?   Date: _____

Creating and Sustaining Peer Networks	Not ever or rarely observed (0)	Occasionally observed (1)	Frequently observed (2)	Observed all the time (3)
1. The team has asked students with complex access needs to share their feelings and hopes regarding their social relationships.				
2. The team has asked family members of students with complex access needs to share their feelings and hopes regarding their child's social relationships.				
3. The team has completed Circle of Relationships Map to identify student gaps in the "best friends" and "peers with whom I share activities" circles.				
4. Someone in the school embraces the role of social relationship facilitator for students with complex access needs.				
5. The team has improved students' membership status within a general education class/es.				
6. The team has supported the students' membership and participation in school-sponsored, inclusive extracurricular activities.				
7. The team has taken steps to break down several barriers to students' social relationships with general education peers.				
8. When students' "people I participate in shared activities with" circle is filled, yet they still do not have peers they call their "best friends," the team has used one or more strategies to intentionally facilitate the development of friendships (e.g., engaging a bridge builder, developing a circle of support).				
9. Students with complex access needs have fuller circles of relationships as a result of the team's efforts.				
10. Students with complex access needs and their families report greater satisfaction with the student's social relationships as a result of the team's efforts.				
	Add up all points above to determine your current fidelity score:			

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Comments/Discussion: What active steps can you take to increase your fidelity moving forward?

1. The team has asked students with complex access needs to share their feelings and hopes regarding their social relationships.

2. The team has asked family members of students with complex access needs to share their feelings and hopes regarding their child's social relationships.

3. The team has completed Circle of Relationships Map to identify student gaps in the "best friends" and "peers with whom I share activities" circles.

4. Someone in the school embraces the role of social relationship facilitator for students with complex access needs.

5. The team has improved students' membership status within a general education class/es.

6. The team has supported the students' membership and participation in school-sponsored, inclusive extracurricular activities.

7. The team has taken steps to break down several barriers to students' social relationships with general education peers.

8. When students' "people I participate in shared activities with" circle is filled, yet they still do not have peers they call their "best friends," the team has used one or more strategies to intentionally facilitate the development of friendships (e.g., engaging a bridge builder, developing a circle of support).

9. Students with complex access needs have fuller circles of relationships as a result of the team's efforts.

10. Students with complex access needs and their families report greater satisfaction with the student's social relationships as a result of the team's efforts.

This document was designed to accompany the Creating and Sustaining Peer Networks training from TX CAN.